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ABSTRACT

The successful Wilderness School functions as a broad youth serving agency attempting to have a permanent impact on the self-concept, behavior, and attitudes of its students by affecting their feelings and sense of self-worth as well as the major components of their environment (family, living situation, school, job potential), and by providing them with a support system for at least one year. The program has three phases. Recruitment and Orientation involves a two-day referral agency outdoor orientation: recruitment of prospective students, selected only on the basis of their willingness to try; student orientation, a "follow-up" contract between referral agency and student; and a student-staff interview. The Wilderness Challenge is designed after the American Outward Bound Schools and is intended to confront the participant with a new environment, different demands, and challenges to be faced as a member of a group. The Follow-Up Phase monitors the progress of referral agency follow-up and supports and assists the student as much as possible. In September 1977 the School introduced a Special Education Project for students who are handicapped, emotionally disturbed, or in need of special education. Appendices include staff credentials, board of directors, sample contracts, and application information. (SB)

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WILDERNESS SCHOOL

Staff report

Re 011271



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WILDERNESS SCHOOL

STAFF REPORT

1978-1979

P. O. Box 2243

Goshen, Connecticut 06756

by
John Flood
Beth McCabe

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INTRODUCTION

The goal of the Wilderness School is to have a permanent impact on the self concept, behavior and attitudes of students. We seek to accomplish this by:

- 1) Affecting students' attitudes, sense of self worth, pride and belief in themselves.
- 2) Affecting the major components of the students environment, the living situation, family, school participation and job potential.
- 3) Providing a system of support for a minimum of a year of continuing recontact through a caring relationship, both in day to day environment of the student and in the wilderness.

It is unreasonable to expect a student to permanently alter destructive behavior or attitudes unless the person and the major components of the environment are affected.

The Wilderness School is a highly successful model for affecting the person and providing an intense follow-up for a minimum of a year. We seek to work with youth serving agencies that are willing and able to focus resources on affecting students, family, living situation, school setting and job potential. The results of this combination of services to students are spectacularly successful.

II. RECRUITMENT AND ORIENTATION

The wilderness portion of the program is a catalyst. It is a very high impact experience that can affect a student's long range behavior only if the student is prepared for it and can follow it up successfully. The purpose of the recruitment and orientation phase of the program is to

- 1) facilitate the exchange o. understanding of program goals and methodology between the Wilderness School staff and that of the referring agency;
- 2) identify prospective students most likely to benefit from the program;
- 3) impart to prospective students and parents a realistic understanding of the Wilderness School experience
- 4) develop a meaningful follow-up contract.

A. Agency Orientation - Staff from the referring agency are required to attend a two day orientation course consisting of backpacking, canoeing, rock climbing, and a shared group experience. The purpose of this course is:

- 1) to exchange program goals and methodology among staff;
- 2) to create a shared experience between agency staff and the students whom they refer;
- 3) to develop a commitment to, and understanding of the Wilderness School.

B. Recruitment of Prospective Students - There is probably no way to predict with any degree of accuracy the characteristics of a person who will succeed most at the Wilderness School. Rather, a final selection is a subjective feeling that can only be made after experiencing what the student will encounter. The only thing a prospective student must possess is the willingness to try - to accept a challenge. A number of criteria have been established as a guide:

- 1) students may be of either sex, all sizes, and varied backgrounds; initially females, overweight students and underweight students need more encouragement to overcome fear of physical stress of courses;
- 2) students need not be athletically inclined, nor physically robust nor adept;
- 3) students need not have prior wilderness experience;
- 4) students may have committed any offense save sexual offenses or violent physical assaults;

- 5) the experience is not for the emotionally disturbed who need clinical supervision;
- 6) students must want to participate in the Wilderness School program through their own motivation;
- 7) students must be in good physical health. Students with a potential for back problems, asthma, or epilepsy must be screened carefully.

C. Student Orientation - Students who come to the wilderness portion of the program with misconceptions or inadequate understanding will fail. To ensure a realistic understanding, the following steps will be taken at least a month before the course:

- 1) a slide show will be presented by the Wilderness School staff and graduates depicting all activities of the course. It is important that parents attend;
- 2) a discussion by Wilderness School staff and prospective students on the demands of the program will be held covering the need for an effective follow-up contract and the School's philosophy;
- 3) a series of weekly meetings must be held between students and agency to crystalize an understanding of the program, to prepare a follow-up contract, and to create an excitement for the course. Emphasis should be given to interpersonal aspects of the course and emotional involvement and stress during the course.

D. Follow-up Contract - The contract is the basis for follow-up. It is an articulation of what the student feels he or she can do with the agency's and the school's help to deal with and improve his or her situation. A written contract is an important instrument for insuring a student's commitment.

Wilderness School contracts must be meaningful to the student, explicit as to goals and services and deal, at a minimum with:

- 1) job placement
- 2) alternative living situations(if needed)
- 3) personal counseling
- 4) reentry into educational system or specialized educational program
- 5) participation in Wilderness School follow-up activities.

An effective approach to developing a contract is to discuss what the student's primary goals are (Examples: graduate from high school, get along better with their parents, to be more responsible, etc.). Next step is to discuss each goal thoroughly and decide how a student is going to achieve each goal. After primary goals are established student should be able to answer the following questions:

- 1) What are your primary goals?
- 2) Who will help you achieve them?
- 3) What steps are necessary to reach the goals? (List in order)
- 4) What conditions will exist so you know the goals have been reached?
- 5) When will you start? Finish? When and where will you make an audit of progress?

Goals and objectives should be realistic to avoid programming failure. If student has skipped school 40 times this year, it might be unrealistic to write on a contract that he or she will not skip school next year. It might be more realistic to write-that student will skip no more than 10 days.

Although it is the student's contract, it is helpful for them to realize that they are not alone in this process. An agency might write down on contract specifically what they will commit themselves to, for example: getting them a job, meeting with student weekly; assisting student to get into a special program. Some agencies in the past have found it extremely important to involve parents in the contract process if the student agrees to involve them.

The agency and the student should understand that the contract can be renegotiated at any time but must involve student, agency and Wilderness School.

It is essential that the contract be a product of the student's effort and not dictated by the agency. It is the agency's job to provide motivation and guidance but the student must be the source of the contract.

After the contract is completed the agency must help the student to relate the coming wilderness experience to achieving the goals in the contract. The whole orientation process is aimed at achieving an understanding on the student's part of how the coming experience can relate to achievement of the contract goals. This concept is at the very core of the Wilderness School learning experience and will build a bridge for the transfer of knowledge from the course to the follow-up

E. The Personal Interview - The final step of the orientation is a personal interview by Wilderness School staff a week or less prior to the course. Its purpose is to ensure that students:

- 1) realistically understand the wilderness program;
- 2) are committed to a meaningful contract;
- 3) see the relation between the wilderness portion and the follow-up.

It is at the personal interview that the school must receive

- 1) a completed medical form signed by examining physician;
- 2) an adult consent form for participation in the program;
- 3) completed follow-up contract;
- 4) a personal history statement on the student;
- 5) a consent form signed by the student and parent, authorizing the transfer of the personal history statement;
- 6) a \$10.00 deposit for equipment which will be refunded at the end of the course provided that no equipment has been lost or damaged.

All forms will be provided by the Wilderness School.

The personal interview is not a screening device for students. It will be assumed that they have been effectively oriented. A student, however, who does not at this time understand the nature of the course or who does not have a meaningful contract will not be allowed to attend. To do so would be to insure failure.

III. The Wilderness Challenge

The wilderness challenge component of the program is designed to confront the participant with a new environment, with different demands and challenges to be faced as a member of a group of strangers. Success or failure is dependent only upon the extent one is willing to try with his or her abilities. The course is mobile, conducted in the woods and on the rivers and mountains of northwestern Connecticut. It consists of physical conditioning, skills instruction, and participation by students in backpacking, white water canoeing, rock climbing, and a day of group service to others as well as a ten mile marathon, a solo experience and graduation.

The "therapy" of the program is described by Nold and Wilpers in Wilderness Adventure Training as an Alternative to Incarceration (Colorado Outward Bound School, July, 1974) p.1:

The essence of wilderness therapy is in this experience: challenge, the overcoming of a seemingly impossible task, the confrontation of fear, a success experience. It is an opportunity to gain self reliance, to prove one's worth... The results are immediate. The task is clear, definable, unavailable. It is an act of interpersonal interaction as well.

Students are "asked" to participate rather than watch others, to learn by doing, and to support their fellow students. They are "asked" only in the sense that there are immediate, direct and uncontrived consequences for not participating. The effectiveness of the program lies in the environment.

An instructor in the Wilderness School has described the experience as a "physical route to change a mental attitude". The Wilderness School route involves the continuous modification of behaviors leading to the internalization of values. The process frequently begins with the participant's awareness of some characteristic or value. For example, she/he may become aware of the satisfaction that results from successfully completing a climb on a cliff. As further success experiences occur, she/he gradually attaches emotional significance to the experiences and learns from them. Students find that the only hindrance to succeeding is not being willing to try. The repeated satisfaction related to overcoming challenges leads to a willingness to seek out and vigorously attack problem impinging on the individual.

The Wilderness School chose the program model of the American Outward Bound Schools for the design of our Wilderness School course. That design consists of a combination of educational methodologies as articulated by Meyer, Ustin, and Bryant, Instructor's Manual (North Carolina Outward Bound School, 1973) p.77.

(1) Small group process - where individual and group identity are easily achieved. Random, heterogeneous groupings are employed to maximize learning and lifetime carry-over effort. Super-ordinate goals are employed to bring diverse groups together.

(2) Responsibility for learning is on the learner - where instructional staff serve as guides to demonstrate activities and insure safety. But learning comes through performance or non-performance of participant - and he is the sole judge of what is gained (i.e. experiential learning).

(3) Immediate application of skills - where only those skills or knowledge which are needed to carry out an activity are taught - just before they're to be applied.

(4) Graduated challenges - where successively difficult challenges are employed to: (1) establish a pattern of success and (2) require continually increasing effort and related feelings of accomplishment.

(5) Use of simplified environment - as an effective, impartial teacher dispensing immediate, impartial appropriate consequences for participant actions or inactions (i.e., no shelter - get wet; builds fire - is warm, etc.)

(6) Use of 24 hour day programming - providing an intensive experience resulting in eventual confrontation with self and others on more than superficial level. Unremitting stress and contrasts of hot/cold, dry/wet, tired/rested, excited/bored, together/alone, help sharpen perceptions.

(7) Use of "performance-centered" guidance approach - wherein the assumption is that persons feel better after they do better - and the emphasis is on doing first and exploring feelings about self and others afterwards.

Graduation: On the last day of the wilderness course a graduation ceremony is held at the base camp. It is an extremely special day for the student and a day to recognize them for their achievements. It is important for the referring agency person and parents to be involved on this day. We also invite teachers, counselors, brothers and sisters to attend.

IV. Follow-Up

To seek to provide a means of affecting the behavior of a human being in a positive way on a permanent basis is an incredibly ambitious undertaking. Learning to take responsibility for one's life, implementing pride and increased self-knowledge and respect and ambition in one's life is an evolutionary process. It is a process of trial and error, a process of backward and forward steps.

Since our beginning in 1974, the Wilderness School has dramatically switched the focus of its attention for primarily affecting individuals through a wilderness experience to focusing on becoming a broad youth serving agency. We seek to affect the student's environment, home, family, school, job as well as the student, and maintain a strong support system for a minimum of a year. We have the commitment and resources to maintain close meaningful recurring contact with all graduates for a year. We start with students knowing their progress is a gradual process which does not lead directly upward. Follow-up is simply a way of saying in many ways with many voices that we care, that we expect students to succeed, and that we are with them each step of the way.

A. Follow-up Preparation - A detailed discussion of follow-up preparation is outlined in the Recruitment and Orientation segment of this report.

B. Follow-up during the course - During the course the instructor uses the contract goals as a reference point for the student's learning experience. The instructor concentrates on helping the student to generalize knowledge from course experiences directly related to achieving contract goals. This process is achieved through the following:

- 1) receipt by instructors prior to the course of student contracts and personal history forms;
- 2) instructor-student interviews upon arrival;
- 3) concentration during the course on relating the student's successes and shortcomings to the contract;

- 4) final instructor-student interview;
- 5) evaluation prepared by instructors of the student and provided to agency staff;
- 6) instructor-agency staff-parent meeting on the final day of the course.

C. Follow-Up after the course, agency participation - The agency's commitment to the follow-up for the most part will be spelled out in the contract. It can include

- 1) facilitating and supporting the student in the job, counseling, educational system, and living situation;
- 2) aiding the student's participation in the Wilderness School follow-up activities;
- 3) placing graduates in leadership positions in counseling programs, arts and crafts programs, and local wilderness outing programs;
- 4) aiding graduates to defray the cost of personal items and transportation for scholarship programs of Outward Bound that are sponsored by the Wilderness School;
- 5) establishing a group of Wilderness School graduates to meet regularly after the course;
- 6) utilize graduates in orientation of new Wilderness School students.

D. Follow-up after the course, Wilderness School participation - The goals of the Wilderness School portion of the follow-up are to provide the graduate of the summer program with the opportunities for revitalization and renewal of the learning experiences associated with the summer wilderness challenge experience. The school seeks to monitor the progress of agency efforts to meet the follow-up contracts on each student and to provide special assistance to the student and the agency in the form of consultation services, mediation, and act as the student's counselor, advocate, and friend.

The following programs and activities are offered to all Wilderness School graduates:

1) Parent Night - Graduates of the school organize and present a program of their experiences with the summer program to parents, community leaders and friends. Slides which are taken during the actual course provide the focus for graduates as they narrate their experiences of the wilderness challenge for guests.

2) Reunions - A major reunion involving all former graduates of the program, agency staff, parents and invited guests is held each year in the fall. During the year the staff of the school meet with groups of students to discuss progress on contract commitments and to organize special outdoor recreation or community related projects.

3) Short Courses - The school conducts short courses for students involving day or weekend overnight in the fall, winter and spring. This involves instruction and participation in rock climbing, whitewater canoeing, backpacking or a service project in the community. During the winter months students are offered a chance for the new challenge of cross-country skiing and winter camping.

4) Leadership Courses - A Dartmouth Outward Bound course, consisting of six days of winter mountaineering in the White Mountains of New Hampshire, is conducted every February. In addition, a special fall course is scheduled involving either climbing and backpacking in the Adirondack Mountains of New York, North Carolina, or a canoeing expedition in the Allagash River area of Maine.

5) Scholarships to Outward Bound School - Partial scholarships are granted for Wilderness School graduates from various Outward Bound Schools including Colorado, Minnesota, North Carolina, Southwest, Hurricane Island and Northwest.

6) Wilderness School Newsletter - A newsletter is published quarterly consisting of photographs of students, articles and poetry by students, and items of news about upcoming events.

7) Letters, phone calls, and visits - Wilderness School staff maintain contact with students in order to provide a supportive and caring relationship and who can be called upon when needed. Students often are in need of counsel in their personal affairs or an advocate before their family, school, the community, or the courts, and the Wilderness School seeks to provide this service when requested or needed.

8) Job Opportunities - Each summer the Wilderness School employs graduates of the program as workers and instructional assistants in the summer wilderness challenge program. The Wilderness School also arranges jobs and recommendations for graduates in related outdoor camping programs such as those operated by scouting and Y groups.

9) Parent short courses and Parent/Student short courses - During the fall, winter and spring special courses are scheduled to involve parents in experiencing a wilderness challenge.

10) Contract evaluation sessions - During January, February, and March, a major emphasis is placed on evaluating and renegotiating every student's contract. If at any time an agency person or student would like to renegotiate the contract a meeting can be arranged.

V. Outline of 1978 - 1979 Components

1. Phase One: "Agency Orientation, Recruitment, and Screening"

In this phase staff from agencies participating in the program meet with the Wilderness School staff to discuss the components of the program. Following this session, agency recruiters attend a two to four day short course conducted by the Wilderness School. Agency recruiters then present the program to prospective students, nominate candidates based on criteria established by the Wilderness School, and negotiate the agreement for follow-up services with the student-nominee. Finally, a Wilderness School staff member conducts a screening interview with the candidate and the recruiter in order to finalize terms of the follow-up agreement and set a date on which the student will report for participant orientation.

2. Phase Two: "Wilderness Challenge"

In this phase the participant engages in the component of the Wilderness School program which is modeled on the American Outward Bound Schools as adapted for the youth served by the Wilderness School. In essence, the course experience consists in a series of progressively more stressful and demanding outdoor challenges which culminate in a phased return to an urban environment where a marathon run, service-to-man day, and related activities mark the conclusion of the second phase and the beginning of the follow-up.

3. Phase Three: "Comprehensive Follow-Up"

In this phase, joint action by the Wilderness School and the recruiting agency provide long-term special assistance to school graduates based on contractual commitments to job training and placement, educational assistance, and counseling. Periodically during the follow-up phase the Wilderness School will monitor agency follow-up and provide special programs reuniting students in school activities, reunions and short courses.

VI Summer Course Schedule

Course I	June 21 - July 11
Course II	June 28 - July 18
Course III	July 21 - August 10
Course IV	July 28 - August 17
Course V	August 25 - September 14
Course VI	September 1 - September 21

VII. Special Education Project

In September of 1977 the Wilderness School began a special program designed to meet the needs of Special Education students. The project is being funded by a grant from the Special Education Division of the Connecticut State Department of Education. This projects works with students from from the Region Education Council's Residential Education Center (CREC-REC) and Project Focus Shelton High School.

The project has as a major goal the adaption of the educational philosophy and methods of the Wilderness School to meet the needs of students who are classified as handicapped, in need of special education, or emotionally disturbed.

The Wilderness School's Special Education Project made the following major changes in its regular format.

- 1) There are three full time staff employed to serve 20 students for a much greater staff to student ratio.
- 2) Wilderness School staff work with students daily in their school setting both before and after the wilderness experience.
- 3) Major adaptations of the wilderness experience are made through variations in length of the course, activities, amount of stress in expectations.
- 4) There is a much more intensive orientation for the wilderness experience involving daily personal contact between students and staff, short courses leading up to longer expeditions and structured curriculum in classrooms to facilitate students acquiring skills needed for the wilderness experience.
- 5) There is a more intensive follow-up made possible through a low student staff ratio. We are integrating Wilderness School staff into faculty of referring programs, developing a curriculum design to integrate wilderness and classroom experience, doing more short courses, counseling and personal contact.

The staff of the project are working with consultants from Southern Connecticut State College to design an evaluation to determine the effects of the program on students.

The project is directed by Buck Harris, with Nancy Florio instructing and Mike Bowe working logistics.

Permanent Staff

John S. Flood, Jr. John is Director of the Wilderness School. He has served on the staff of the North Carolina Outward Bound School and assisted instruction at Dartmouth Outward Bound School and Hurricane Island Outward Bound School. He also served as an instructor and assistant director of the Wilderness School. He received his J.D. degree in 1971 and was engaged in the practice of law for three years prior to involvement with the United States Outward Bound programs. He is qualified as an Emergency Medical Technician.

Beth A. McCabe. Beth is Assistant Director of the Wilderness School. She is a graduate of North Carolina Outward Bound School and has assisted instruction at Dartmouth Outward Bound Center. She graduated from Central Connecticut State College with a major in Physical Education and served as Recreation Director and Camping Instructor at Long Lane School prior to her involvement with the Wilderness School. She is qualified as an Emergency Medical Technician. She has an instructor's certification in white water canoeing from Nantahala Outdoor Center and has also participated in closed boat seminars.

Courtland Young. Corky is Program Coordinator of the Wilderness School. He is a graduate of Hurricane Island Outward Bound School. He holds an associate arts degree from Northwestern Community College where he was president of the rock climbing club. Prior to his involvement with the Wilderness School he participated in VISTA seminar training and served as a house parent for retarded children. He has served as a climbing instructor at the Wilderness School and is a solid 5.8 leader. He is certified in advanced first aid.

Margo Beckham. Margo is a Follow-Up Specialist at the Wilderness School. She holds a B.A. degree from the University of Florida in English. She is presently a candidate for a Master's degree in English and Counselor Education. She has been involved with the Wilderness School since its inception in 1974 serving as a logistics worker, food handler, cook and instructor. She is a graduate of North Carolina Outward Bound School and worked with the logistics staff of NCOB. She has standard first aid certification.

Barbara Spiegel. Barbara is a Follow-Up Specialist at the Wilderness School. She holds a B.A. degree in Psychology and a Master's in Rehabilitation Counseling from the University of Florida. She is a graduate of Hurricane Outward Bound School. Prior to her involvement with the Wilderness School she worked as an instructor with Project STEP in Florida. She has also assisted instruction at Dartmouth Outward Bound School. She is a graduate of Nantahala Outdoor Center open boat seminar and holds advanced first aid certification.

Michael Bowe. Mike is logistics coordinator and instructor for the Wilderness School's Special Education Project which started in September, 1977. He holds a degree in English from the University of North Carolina and is a graduate of Hurricane Island Outward Bound School. He has served as assistant instructor at Dartmouth Outward Bound as well as instructing at the Appalachian School of Experience in Pennsylvania. He is a veteran Wilderness School instructor and holds certification in advanced first aid.

Nancy Florio. Nancy is instructor for the Wilderness School's Special Education Project. She attended the Cincinnati Conservatory of Music and is a graduate of Hurricane Island Outward Bound School. She has served as assistant instructor at Dartmouth Outward Bound. She has considerable experience working with programs in Colorado and Missouri geared toward experiential education for troubled youth. Nancy is a veteran instructor of the Wilderness School and holds certification in advanced first aid.

Buck Harris. Buck is Director of the new Special Education Project since its inception in September, 1977. He is a graduate of the University of Northern Colorado's Alternative Experiential Education program and has a Masters in Alternative Secondary Curriculum. He has participated in courses at Colorado Outward Bound, Highland Survival School and Hurricane Island Outward Bound. Prior to his involvement with the Wilderness School he instructed at several experiential education programs. He holds advanced first aid certification.

Members of the Board of Directors

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WILDERNESS SCHOOL CONTRACT ACT

_____ hereby seeks enrollment in the Wilderness School through
(print name of student)
execution of this contract for follow-up services with East Hampton Youth Services
(print name of agency)

It is understood that the student whose name appears above has read this contract for follow-up services and understands the nature and purpose of the Wilderness School program and has voluntarily chosen to participate in the wilderness challenge and follow-up components of the School.

The agency whose name appears above warrants that the application information form has been completed on the above named student, that a confidential statement on the student's personal history has been completed and submitted to the Wilderness School, and that the latter statement details prior services rendered to the student by the agency.

The agency whose name appears above further warrants, as an express condition of the student's acceptance into the program of the Wilderness School, that the services and activities listed below shall be provided for the student upon successful completion of the wilderness component. It is further understood that these services and activities are the sole responsibility of the agency and failure to meet the provision of services listed below will jeopardize the applications of future students referred to Wilderness School by this agency.

(Detail services and activities below, being specific and as complete as possible. Where possible, provide a timetable of services to be provided. Append additional sheets where necessary.)

_____ commitment in school shall be:

- a.) To strive for and maintain a "C" average in all subjects
- b.) To be absent no more than five (5) days in the school year ('77-'78)
- c. To receive no more than two (2) in school suspensions, and no more than two (2) out of school suspensions in the school year ('77-'78).
- d.) To receive no more than five (5) detentions in school year ('77-'78)
- e.) To work out three (3) days a week during gym period in a weight lift program.

_____ also will be responsible for helping to clean the house every day, taking care of yard work at least once a week, and following a curfew in his house which will be 8:30 p.m. on school nights, 10:00 p.m. on weekends and 10:00 p.m. on summer nights. Curfew may be extended with mother's permission.

Continued...

The student whose name appears above warrants that participation in the above listed services and activities is part of the program of the Wilderness School to which the student is applying.

The agency and student listed below as parties to this follow-up contract further warrant that this contract is complete to the best of their knowledge and that a copy of the contract has been furnished to them.

Signature below constitutes an agreement for the conduct of the warranties and services listed in this contract and is an acknowledgement that all parties have read and understand the terms of this agreement.

Signer _____
(signature of student)

Print Name, Address and Telephone
Number of Student

William J. McNamee
Signature of Wilderness School Representative

Date June 24, 1977

Signed _____
(signature of agency representative)

Print Name, Address and Telephone
Number of Agency: East Hampton Youth Services
Town Hall
20 East High St.
East Hampton, CT 06424
267-9982
267-4468

Wilderness School Contract
East Hampton Youth Services

will also participate in a Family Counseling session once a week, with Elmcrest Community Mental Health. These counseling sessions will continue until Dr. is satisfied with the progress of the family and cancels them.

The East Hampton Youth Service will keep working ten (10) hours a week, through the Hire-A-Kid program and to help find a job with a business establishment in town when he reaches the age of sixteen (16) on April 13, 1978.

will also participate in the community-based East Hampton Wilderness School as a Junior Counselor/Youth Leader.

I SHALL SIT DOWN AND TALK OUT
THE PROBLEM WITH THE OTHER PARTY

WILDERNESS SCHOOL CONTRACT

_____ hereby seeks enrollment in the Wilderness School through
(print name of student)
execution of this contract for follow-up services with Adult Probation
(print name of agency)

It is understood that the student whose name appears above has read this contract for follow-up services and understands the nature and purpose of the Wilderness School program and has voluntarily chosen to participate in the wilderness challenge and follow-up components of the School.

The agency whose name appears above warrants that the application information form has been completed on the above named student, that a confidential statement on the student's personal history has been completed and submitted to the Wilderness School, and that the latter statement details prior services rendered to the student by the agency.

The agency whose name appears above further warrants, as an express condition of the student's acceptance into the program of the Wilderness School, that the services and activities listed below shall be provided for the student upon successful completion of the wilderness component. It is further understood that these services and activities are the sole responsibility of the agency and failure to meet the provision of services listed below will jeopardize the applications of future students referred to Wilderness School by this agency.

(Detail services and activities below, being specific and as complete as possible. Where possible, provide a timetable of services to be provided. Append additional sheets where necessary.)

- 1- to actively participate in the Reluctant Learner program
at Windham H. S. : skipping no more than 1 day per month, maintaining
a "C" average, and not going out at night until homework is done.
- 2- Linda to help get a part-time job, at which he will do his best.
- 3- Linda to help with a budget plan that includes saving money
regularly.
- 4- Linda to help find a place to live.
- 5- to go to the Parent-Child Resource Center with his mother for
counseling. For How Long & How Often.
- 6- to see Linda weekly during Oct, bi-monthly during Nov., and
thereafter every three weeks.
- 7- agrees not to drink more than 1 beer on any school night, more
than a 6-pack on a week-end night, and never to drink hard liquor.
- 8- If complies with above 6 months, Linda to help get license back.

The student whose name appears above warrants that participation in the above listed services and activities is part of the program of the Wilderness School to which the student is applying.

The agency and student listed below as parties to this follow-up contract further warrant that this contract is complete to the best of their knowledge and that a copy of the contract has been furnished to them.

(over)

Signature below constitutes an agreement for the conduct of the warranties and services listed in this contract and is an acknowledgement that all parties have read and understand the terms of this agreement.

Signed _____
(signature of student)

Print Name, Address and Telephone
Number of Student:

Beth A. McCall
Signature of Wilderness School Representative

Date Oct. Sept. 12, 1977

Signed _____
(signature of agency representative)

Print Name, Address and Telephone
Number of Agency:

Linda Koistinen 423-6318

CONN. DEPT. ADULT PROBATION
P. O. BOX 343
WILLMANTIC, CONN. 06226

CONTRACT

DATE June 16, 1977

between

and MICHAEL T. LESNICK

I, _____ do hereby agree to accomplish the following, for a one year period, when I graduate from the Wilderness School:

I want to get along better with my mother, particularly by talking with each other rather than yelling at each other and to stop pointing the finger of blame for past wrong doings.
I will attend family counseling sessions at Episcopal Social Services.
I will go to all of my classes and attain a B average for the year so that I may attend Notre Dame the following year.
I want to be able to show more responsibility.
I want to show my parents that when they tell me something I will do it.
I want people to feel they can depend upon me and I want to feel that I can depend on myself.
I want to develop a more personal confidential relationship with my father in discussing personal problems.
I want to gain some self-confidence.
I will come in on time every evening.
I will clean my room, clean the yard.
I want to get along better with my brother Michael, especially by stopping our regular bickering and respecting our TV rights.
I will try to control my temper.
I want to communicate better with people, especially my parents, to be able to sit down and talk and not start correcting each other.
I want to be able to stay out later than I am now able.
I would like to set some goals for myself and meet them on my own (e.g. attend school, grades, care of my bedroom).
(I) want a voice in family decisions.
I will stop placing myself mentally in a win or lose situation and will seek alternatives to feeling like things must be all one way or the other.
I want to explore what makes me so angry sometimes.
When I am in a discussion, I will stay on the topic being discussed rather than changing the subject.
I will stop smoking.
I will meet with Michael Lesnick once a week for one year following my graduation from the Wilderness School.
I will participate in all Wilderness School follow-up activities.
If I graduate, and _____ graduates, Mike Lesnick will take us to Shea Stadium to a Met's baseball game in New York.
I want to learn how to cross-country ski:

I, MICHAEL T. LESNICK do hereby agree that:

I will meet with _____ once a week for one year following his graduation from the Wilderness School.
I will help him find a job when he turns 16.
I will be available at any time to help _____ with any problems he is having and as a friend.
I will take _____ and _____ to see a Met's baseball game at Shea Stadium if both _____ and _____ graduate from the Wilderness School.
I will try to arrange it so _____ can learn how to cross-country ski.

(continued)

CONTRACT between

and MICHAEL T. LESNICK - continued

MR. & MRS. _____ do hereby agree that:

We will attend family counseling sessions at Episcopal Social Services.
We will make every attempt to attend Parent Effectiveness Training.
(We) will give _____ a greater voice in family decisions.
We will try to listen and understand Christopher's feelings more.
If _____ maintains a B average in school next year, we will enroll him at Notre Dame High School.

23 I, Mr. _____ will develop a more personal confidential relationship with _____ in discussing his personal problems.
(We) will respect _____ ownership of certain problems and allow him to deal with them on his own, such as attendance at school, academic achievement, his _____



WILDERNESS SCHOOL

APPLICATION INFORMATION

PART ONE/GENERAL INFORMATION (To be completed by applicant)

Name (please print) _____

Address _____

City _____ Zip _____ Telephone _____

Birthdate _____ Place of Birth _____

Male ☐ Female ☐ Parent or Guardian's Name _____

Address of Parent or Guardian _____

City _____ Zip _____ Telephone _____

Name of Person to be Notified in an Emergency _____

Home Telephone _____ Business Telephone _____

PART TWO/MEDICAL HISTORY INFORMATION (To be completed by applicant)

If you have had any of the following conditions, please put a check next to the number and give details at the end of the section. If you have a question about these statements, ask your physician.

1. Any problem with vision or hearing--require glasses, hearing aid
2. Problems with teeth--use of denture or bridge
3. Dizzy spells, fainting, convulsions, persistent headaches
4. Frequent infection of throat, tonsils, sinuses, ear
5. Chronic cough, bronchitis, bloody sputum
6. Asthma on exertion
7. Palpitation of the heart, irregular heart beat, heart murmurs
8. Jaundice or hepatitis
9. Frequent diarrhea or blood in stools
10. Frequent abdominal cramps or severe menstrual cramps
11. Hernia
12. Difficulty urinating, pain on urinating, bed wetting
13. Kidney infection or stones
14. Broken bones, joint dislocations, serious sprains
15. Any severe injury to head, chest, internal organs
16. Chronic skin problems (rash-infection)
17. Allergy to medicines, foods, insect bites, bees, etc.
18. Reaction to extremes of temperature, frostbite
19. History of diabetes, thyroid trouble, bleeding problems
20. Are you currently on medication? If so, what?

If you checked an item above, please give details below. Be specific.

Item # _____

applicant completes parts one and two

parent or guardian

PART THREE/CONSENT AND INSURANCE (To be completed by parent or guardian)

Consent is hereby given for the applicant to attend Wilderness School and participate in the follow-up activities of the program. I have read the description of the Wilderness School course at the beginning of Section Four of this form and I understand that the program is physically as well as mentally strenuous. Consent is further given, and permission granted, for any emergency anesthesia and/or operation which might become necessary.

Date _____ Signature _____

For our records, answers to the following questions are required in detail.

1. Is the applicant covered by a hospitalization and medical care policy?

2. If yes, name the Insurance Company issuing the policy. _____

_____ Policy Number _____

Address of Company _____

physician

PART FOUR/PHYSICIAN EXAMINATION (To be completed by doctor of medicine)

Background for Physician:

Wilderness School operates short-term, physically intensive courses of twenty one days duration in wilderness environments in all types of weather. The graduated conditioning part of the course may include a run and dip each morning, swimming, balancing, lifting and climbing. Students sleep in tents inside sleeping bags for the entire course. The student must be emotionally as well as physically prepared for rigorous demands on the course. Students carry thirty to forty pound packs on expeditions of three to six days duration, and engage in river canoeing trips lasting for periods of up to five days.

The School provides ample and nutritious meals which the student cooks, but no special dietary requirements will be met. The program provides a solo experience of up to two days for which a minimum of food is provided. Students are expected to refrain from the use of stimulants or depressants during the course. While the course is stressful, it is expected that any person with normal physical and mental capacity can complete the program successfully.

EXAMINATION:

1. Applicant's Birthdate _____
Month _____ Day _____ Year _____

2. Height _____ Weight _____ BP _____ P _____
Overweight ☐ Underweight ☐

3. General Appearance: _____

4. General Health and Nutrition: _____

Skin: _____ Urinalysis: _____

Lymph nodes: _____ Hemoglobin: _____

Eyes: _____

Mouth: _____

Neck:

Thyroid:

Thorax and Lungs:

Heart:

Abdomen:

Hernia:

Extremities:

Scars:

Feet:

Ankles:

Knees:

Peripheral vessels:

Back:

Genitalia:

CNS:

REMARKS: _____

5. Immunizations and Tests:

A. Has the applicant had a DPT series? _____

B. The following immunizations are required. Please indicate dates. BOOSTER SHOTS MUST be brought up to date.

Tetanus _____ Polio _____

C. If over 21, applicant should have had a chest x-ray within the last year. Results _____
If under 21, a TBine Skin Test can be given.

D. If over 45, applicant must have had an EKG within the last year.

6. If the student is receiving medication, please have him or her bring adequate amounts of the medication to the school in waterproof, non-breakable containers, along with dosage instructions.

7. Is the applicant allergic to medicine (e.g. penicillin, aspirin, sulfa, etc.)? _____

8. Is the applicant allergic to bee stings, insect bites, etc.? _____

On the basis of your physical examination of the applicant and the applicant's medical history, do you feel this individual can participate in the Wilderness School program?

Yes ☐

No ☐

Do you feel that further examination by a specialist is indicated?

Yes ☐

No ☐

If yes, what kind of specialist? _____

SIGNATURE OF EXAMINING PHYSICIAN _____

Address _____

Telephone _____



WILDERNESS SCHOOL

P.O. BOX 2243 GOSHEN, CONN. 08758 203-497-2707 491-3528

566-4146 Hartford
Centrex

INFORMATION FOR PARTICIPANTS

Get ready for this important experience by exercising daily and picking up the right personal items. Exercise should include jogging, sit-ups, push-ups, and warm-up exercises. Start with what you can do today, then build yourself up by doing a little more each day. You should be able to jog a mile or more before the course starts.

Pack your gear in a crushable duffel bag with your name on every personal item that you own. Bring the following:

- | | |
|---|---|
| 1 towel | *1 <u>wool</u> hat |
| 1 sturdy belt | *1 medium weight <u>wool</u> shirt or sweater |
| 1 swimsuit | *4 pairs socks - at least 2 <u>wool</u> |
| 1 pair of sneakers for canoeing | 2 short sleeve shirts(cotton pullovers) |
| 1 pair of hiking pants | 2 long sleeve shirts |
| 1 pair of hiking shorts | 3 changes of underwear |
| 1 soup spoon, metal or plastic plate, and drinking mug | |
| 1 pair of boots, with a rubber cleated sole and good ankle support (VIBRAM soles are best) | + |
| 1 kit bag with toothpaste, toothbrush, <u>soap</u> , bug repellent, footpowder, and flashlight(plus extra alkaline batteries) | |
| * These items are extremely important and must be wool. | |
| + <u>Soap</u> - Because we are concerned about our impact on the environment we strongly urge you to bring bio-degradable soap - Dr. Bronner Peppermint , Castile Soap is good. Read the labels. Camp shops and health food stores are good places to look. | |

Do not bring expensive watches, jewelry, or musical instruments as they get broken. Do not bring a radio, tape player, or fishing ear either. Definitely do not bring drugs, pot, alcohol, or any other substance that will affect your ability to function. If you can't do without pot, alcohol, etc. for 21 days, don't come on the course. We trust you to make that decision...

We provide all other equipment for the course. However, we do suggest that you bring clothes to change into when you finish the course. Pack these clothes in the bottom of your bag and we will store them for you. Meet us at the base camp in Goshen, Connecticut at 1 o'clock in the afternoon on the day that your course begins. Wear your hiking clothes.

If you wish, you can bring small items like an instamatic camera, sunscreen, sunglasses, or harmonica or other small musical instrument.

Mail: If you wish to write letters while on the course, bring pencil, paper, envelopes and stamps. You will also be able to receive mail at certain times during the course. Have your parents and friends address mail to: Wilderness School, P.O. Box 2243, Goshen, Connecticut 06756.

Smoking: We urge you not to smoke. If you do smoke, plan to cut down on your smoking before the course begins. There will be specific times when you will not be allowed to smoke and these times will be designed by your instructors. Bring enough cigarettes for 21 days as you are not allowed in stores during the course.

Directions to Base Camp: Take Route 4 west out of Goshen. Go 1/2 mile to brown boat launch sign and turn left on West Street. (Real Estate and Oil Company on corner) Go 1/2 mile until road curves right past gray house then turns into dirt. We are the first right (paved), 100 yards after the road turns to dirt. Wilderness School sign is posted.

Graduation is held at 10:00 a.m. on the last day of the course. Parents and agency staff are invited to attend.

See You Soon!!!

Wilderness School
P.O. Box 2243
Goshen, Connecticut 06756

Telephone: (203) 491-3528
566-4146 Hartford Centrex